

On the Green

A weekly publication for Gallaudet staff & faculty
Vol. 10, No. 19 Feb. 25, 1980



Moran

"What's he saying?" frustrated faculty members ask themselves as Mark Weinberg (far left) role-plays a faculty member who signs only a fraction of what he says. From left, Judy Johnson gives up and closes her eyes while Mary Malzkahn, Jim Maher and Hortense Auerbach try to puzzle it out.

Professional Day held at KDES

A Feb. 18 Professional Day at Kendall brought specialists from New Hampshire and Nebraska to KDES for two unique workshop experiences.

Ms. Susan Sowers, a researcher at the University of New Hampshire, focused on "writing in the classroom." Using videotapes and student case studies, the researcher talked about the teacher's role and response to a student writer in the classroom and what the student knows. Ms. Sowers is working with Dr. Donald H. Graves in "The Writing Process Laboratory," looking at how writing develops in children and how teachers

can best facilitate that process.

A second workshop, headed by Dr. Pam Hook, a specialist in reading and learning disabilities, focused on programming methods and techniques for children with handicaps in addition to deafness. Dr. Hook, recently affiliated with the Boys Town Institute in Omaha, NB, talked about learning disability test batteries and habilitative strategies in the areas of language, reading, visual perception and visual motor skills.

The two workshops were arranged through the KDES Staff Development Office.



Moran

A van prepares for the big move to the new Kendall School.

Move to new KDES begins soon

by Roxanne Gromelski

The KDES family will be "packing their bags" in a few days to move to the new Kendall Demonstration Elementary School.

Packing, relocation and unpacking will

take about a week and a half. Kendall will be closed for students March 3 - 7, 10 and 11 during the move, with students returning to school on March 12. KDES faculty and staff will be reporting to work as usual during this time.

Professional Day focuses on communication problems

by Vickie Walter

An administrator welcomes employees to a Gallaudet College reception. "We are one big, happy family," he smiles. After exhorting the group to socialize and enjoy themselves, he watches as the hearing people cluster together in one group, the deaf in another.

A French professor and student are talking together, while at the same time a new administrator is trying, not very successfully, to communicate with a deaf student. After trying to explain to the puzzled student the finer points of French grammar, the teacher says, "If you don't understand this, you don't belong here." At the same time, the frustrated student tells the fumbling administrator, "If you don't understand me, you don't belong here!"

These and other scenarios were skits but set the tone for this semester's Professional Day, held Feb. 19. The day's theme, "Communication Unlimited," focused on identifying communication problems faced daily by both deaf and hearing people on campus and on coming up with solutions to alleviate the problems.

This Professional Day, in contrast to previous ones usually planned by Committee S, was organized by a group of concerned deaf individuals on campus. The focus of the day grew out of a memo sent by Gerilee Gustason, Ausma Smits and King Jordan on behalf of deaf individuals to College administrators and committee chairpersons last November. But, recognizing that many communication problems were not identified in the memo, Professional Day organizers sought feedback from all perspectives—deaf, hearing, faculty, staff, students and administrators.

As Ausma Smits, coordinator of planning for this Professional Day, took the stage to explain the day's activities, the eyes of the crowd of more than 200 gathered in HMB were drawn to the huge owl pendant nestled on her chest amidst numerous other necklaces. Her many bracelets tinkled as she began signing. Her eyes were obscured by dark glasses. An interpreter haltingly began reverse interpreting, missing some signs, changing others. As the puzzled, then laughing, crowd struggled to understand her, Smits began removing her paraphernalia. "Now you can see my facial expressions, right?" she smiled. "Now you can focus on the message." She pointed out that these barriers to clear communications are ones faced frequently by deaf people.

Barriers to communication were discussed by guest speaker Harlan Lane

(see related story) and were tackled in morning and afternoon workshops that focused, respectively, on physical and attitudinal communication barriers. Small groups worked to identify problem situations, possible or probable causes and possible solutions.

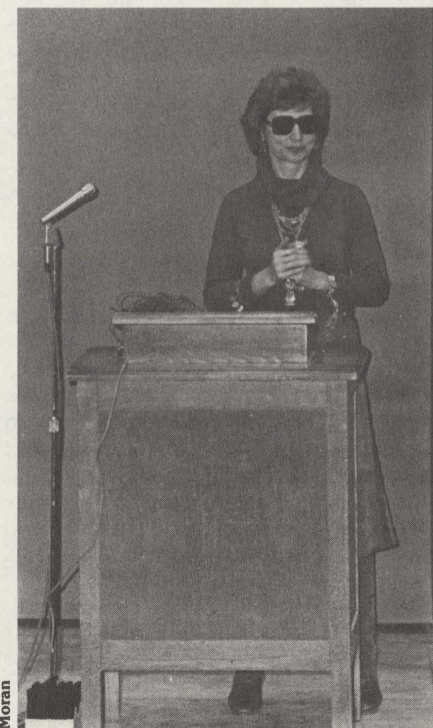
Although information coming out of the workshops will be tabulated and disseminated later, and there were more problems pinpointed than solutions offered, here's a preliminary sampling of problems and solutions suggested in the workshops:

Physical communication barriers

Problems and possible solutions were offered in the areas of classroom and auditorium structure and environment, speaker appearance and behavior, group positioning and behavior and campus intercommunication.

Under the area of classroom and auditorium structure and environment, problem areas included poor lighting and blackboards, air conditioner noise, wall color, lack of mechanical signaling systems to get class attention and the inappropriateness of the class "tiered" auditorium for intercommunication of

continued on page 3



Moran

Ausma Smits, bejeweled and bespectacled, makes understanding her signs difficult for her audience.

Serendipity

Library Bits & Pieces

Deaf-related SDIs

by Carolyn Jones

SDI (Selective Dissemination of Information) searches are special searches entered into a computer database and thereafter automatically run against each batch of new information entered in the

particular database. The Library has some ERIC SDI searches that have been active for several years. Recently these searches were evaluated, resulting in some reformatting and consolidation. The SDI searches are kept on file and may be used in the Library. Ask for assistance at the Information Desk. Here's the new lineup:

Old SDIs

Merged into

New SDIs

advanced education of the deaf	advanced education, open curriculum
open education	education, curriculum
self-paced education	
audiology	audiology and audiometry
audiometry	
audiovisuals	books, printed materials, audio-visual materials
books and print materials	
instructional media	
counseling	counseling
school counseling	
deaf and communication	communication (oral and/or manual)
deaf and language	
deaf and speech	
deaf and discrimination	psychology, mental health, psycho-social aspects of deafness
deaf and labor conditions	employment and vocational aspects
deaf and vocational training	
job and the deaf	
deaf and law	deaf and law
high schools and the deaf	secondary education
preschool education of the deaf	elementary and preschool education
elementary education of the deaf	
(a new SDI)	multiply-handicapped deaf, gifted deaf

Consumer information

by David de Lorenzo

In light of the recent visit to campus by Ralph Nader, it seems appropriate to review two reference books the Library has which can aid us in becoming more educated consumers.

Consumers Index, a Pierian Press publication, comes out quarterly in May, August, November and February and is cumulated annually. It is an indexing service of more than 90 magazines that "is aimed at three principal user groups: the general consumer, the business office and the educational/library community." A wide range of topics is covered, such as clothing, home appliances, sports equipment, tape decks, cameras and much more. Under each specific topic are given the author and title of articles as well as the magazine they're from. At the back of each issue there is a handy index which provides quick access to your topic.

The next title is directed toward the specific area of energy. *The Energy Index* is a yearly publication which covers in great detail the year's events in such areas as energy demand, energy supply, coal gasification and nuclear power. Helpful statistics are included on several of these topics. Under the various topics are given article titles and their source. The *Index* also cites new books and films available on topics in the energy field. The *Index* itself is an easy reference to approach and could prove invaluable, especially to researchers.

These are but two of the reference books the Library has which can help us become smarter consumers. There are, as well, many other titles in the circulating collection which can be helpful. For assistance, stop by the Information Desk on the main floor of the Library or call x5585 or TTY x5575.

Notice

The Library has been pleased to host the artful, informative bulletin board commemorating Afro-American History Month prepared by the Gallaudet Community Relations Council. It's still on display through February. We invite other groups in the Gallaudet community to use this display space, located on the Library's main floor, opposite the Circulation Desk. Call Cathy Dickstein, x5565 or TTY x5575 to schedule the Bulletin Board for your group's display.



Lauren Tracy, secretary, Curriculum Research & Development.



Myrtle French, secretary for Sponsored Research, helps Glenn Pfau bring you the "Sponsored R & D" column each week.

For your information

The fence was installed about a month ago for renovation of the Ole Jim Phase I (exterior renovation.) This phase is scheduled to be completed by Sept. 1, 1980. The fence will be removed upon completion.

A fence was also installed around the same time for construction of the Theatre Annex. The fencing will remain after the Theatre Annex is completed for use of the Field House construction project. The fence should be removed in December, 1981 after the completion of the Field House project.

Craig MacFarlane, project manager, would like to apologize to the campus community for the inconvenience, which is necessary to ensure safety and security measures.

Health care seminar set

Health Care Delivery for Deaf Patients is the topic of a one-day intensive seminar for nurses and other health care professionals developed by the National Academy of Gallaudet College and the School of Nursing, Catholic University.

The first presentation of the program, on Nov. 9 at Gallaudet, attracted more than 50 participants. Seminar faculty, including nationally recognized experts in their fields, discussed special needs of deaf patients, identifying and assessing hearing loss, psychological factors of deafness, communication, audiologic habilitation and community resources for deaf patients.

The seminar will be offered again Saturday, March 8 and Monday, May 12. For pre-registration information contact Terri Baker, x5480.

Sponsored R&D

Grant/contract deadlines

Provided below are application deadlines of selected federal programs that offer potential grant or contract opportunities for faculty, staff and graduate students. In this week's program highlight, a handicapped-related opportunity sponsored by the National Science Foundation is summarized. More details on programs of interest can be obtained from Glenn Pfau, director, Office of Sponsored Research, x5030 (Voice or TTY)

Deadline	Program
03/10/80	USOE—Community Education Program
03/14/80	NSF—Unsolicited Proposals in Applied Research
03/15/80	NEH—Consultant Grants
03/17/80	USOE—Handicapped Research and Demonstration Student Research
03/25/80	NSF—Science and Technology to Aid the Handicapped
04/01/80	NEH—Elementary and Secondary Education Grants
04/02/80	USOE—Handicapped Children's Early Education
04/14/80	NIE—Grants for Research on Organizational Processes in Education
06/15/80	NEH—Consultant Grants
07/01/80	NEH—Higher Education Grants: Regional and National

Weekly program highlight

The Division of Problem-Focused Research of the National Science Foundation is now accepting unsolicited research proposals until March 25, 1980 for the Science and Technology to Aid the Handicapped Program. Research is encouraged in the following areas: (1) To improve sensory systems (speech, visual, hearing and tactile) and locomotion and manipulatory capabilities through research projects that encourage the use of the best scientific and engineering developments; (2) To involve the handicapped community in the development of the program to help ensure that the research meets the social and economic needs, as well as the physical needs, of the handicapped; (3) Focus the research capabilities of universities, industries, small business and non-profit institutions on new low-cost approaches to bring scientific and technological developments to the aid of the handicapped; (4) Foster an understanding of the social, economic and institutional barriers that may inhibit the fuller participation of the handicapped in society; (5) Ensure that promising developments are tested through the feasibility and proof-of-concept phases; and (6) Determine incentives and other means required for the development and use of low-cost technological aids that meet the physical, social and economic needs of the handicapped.

Deaf people face language bigotry, says ASL advocate

by Vickie Walter

No imperial power has as ruthlessly repressed its colonized peoples as the hearing people in our nation "have sought to deny, denigrate and disparage the manual language of the deaf," Harlan Lane, professor of psychology at Northeastern University, told a group gathered for his lecture during Professional Day.

Saying that language problems lie at the heart of relations between signing and speaking people, Lane noted that many deaf people feel their sensory deprivation is a small matter compared to their exclusion from society through their language.

Author of the book, *The Wild Boy of Aveyron*, Lane is now writing a book on the history of American Sign Language (ASL), directing a \$3 million grant researching ASL and studying, for the past several years, the early history of the deaf community and sign language.

He told the group that there is increasing evidence that ASL is a language. But, of course, people who sign are a linguistic minority. Their primary language is sign, and their second language is the language of the oral majority. For many deaf people, it is often difficult to master a second language, especially one that is so different from ASL.

In many countries, said Lane, deaf people are oppressed by oral language, segregated in compulsory education and not offered the opportunity for higher education. For children who communicate primarily by using ASL, their classes are conducted in a language not their own.

How do we explain the resistance to ASL among English speaking people? "Sad to say, language bigotry seems to be the natural state of man," Lane proclaimed. But, he added, "There are no bilingual language bigots," and breaking through the language barrier can be done if we give up our egocentric belief in the primacy of our own language. "If you want to be one with the deaf community you must exert yourself to learn the language of that community," he said.

There are many bilingual communities in the world, and whenever deaf and hearing groups intermingle there is a possibility for bilingualism, Lane pointed out.

He called for a commitment to bilingualism at Gallaudet and suggested that an organizing committee of Professional Day develop a manifesto supporting this commitment, with the administration assisting by providing means and incentives.

But language bigotry alone will not explain why sign language has been singled out for particular repression, Lane told the group. For the language bigot, the mismatch is greater when the language is in another mode—visual and manual rather than oral. ASL is subject to particular repression as a minority language because, its detractors say, it is not like English and the people who use it don't master English even though they are born here. To their way of thinking, only two kinds of people fail to use our language properly—foreigners and retardates. Therefore, the failure of deaf people to use proper language can only be attributed to faulty intellect.

People who deplore ASL have two means of annihilating it, said Lane: by dialecticizing and by replacement. In dialecticizing, the dominant language group tries to persuade the minority that their dialect is inferior. Manual English advocates, for example, say the order and semantics of signs should be the same as English and that ASL is a low form of English. But the effort to dialecticize in this country failed because the structural principles of the two languages are so different.

Then came the second attempt: through replacement, steps were taken to eliminate the language altogether. This ruthless linguistic imperialism, or put more colloquially, "stomping on the other guy's language," was strongly in effect at the Milan Congress, held in 1880, said Lane. Organized mainly by French oralists, the Congress voted that oral language was superior to sign, even though Edward Miner Gallaudet, who attended the Congress, gave numerous reasons why signs were better than the oral mode for deaf people. After the Congress, most schools in America became and remained oral.

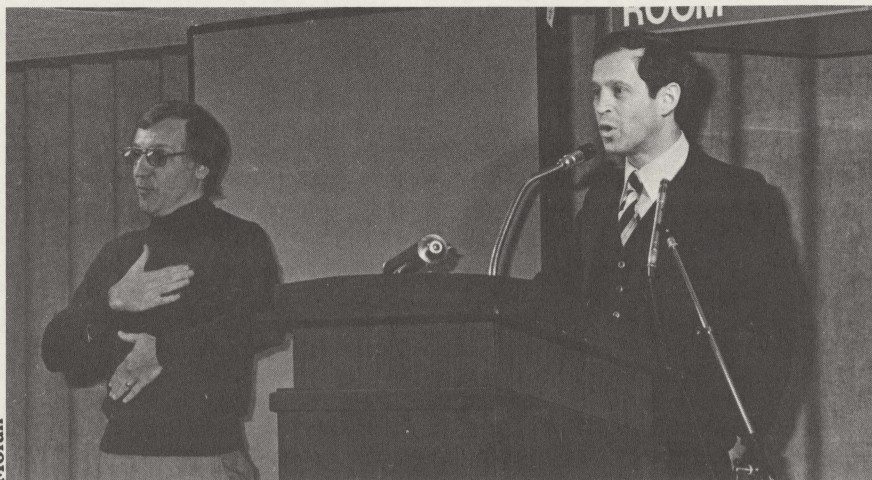
But in America now the tide is turning, said Lane: the deaf are rising up and refusing to tolerate linguistic repression. Language is a matter of human thought and will take many forms, he noted. "The human mind is too powerful, subtle and plastic to be stopped by lack of hearing."

Salary information

Faculty and staff salary increases over a six year period (1974 through 1979 inclusive) along with the percentage increase of the President's salary were as follows:

	Pres.	Fac.	Staff
1974	4%	7%	8.5%
1975	0%	7.1%	8.9%
	(refused)		
1976	8%	9.8%	10.1%
1977	8.6%	7.1%	9.4%
1978	6%	7.7%	8.3%
1979	15.7%	5.5%	7.5%
Aver.	7.1%	7.4%	8.8%

The 1979 average salary increase of 5.5% for faculty resulted in individual increases from 3.5% to 10.5%. The 1979 average salary increase of 7.5% for staff resulted in individual increases of 3% to 16%.



Rudy Gawjick, left, interprets for Professional Day speaker Harlan Lane.

Professional Day

continued from page 1

deaf people. Suggested solutions in this area including investigating lighting conditions in classrooms, using colors that won't blend with flesh tones, using flashing strobe lights and removing the "classic" auditorium from Gallaudet.

Problems in the area of speaker appearance and behavior included inappropriate dress, too much jewelry, microphone and podium positioning which interferes with signing, signing either too fast or too slow and using too much fingerspelling. Solutions offered including making proper clothing part of the communication evaluation, providing orientation and using smocks, at College expense.

In the area of group positioning and behavior, major problems appeared to be class size, placement of students in the room, not enough visual cues to make possible a smooth shifting of attention from one speaker to another and student lack of knowledge of communication etiquette. Workshop participants suggested limiting the number of students in a class, teaching communication manners and adopting uniform standards among faculty as possible solutions.

In the final area, campus intercommunication, the major problems were poor access to people via TTYs, no place for teacher-student interaction and no place for more private interaction. Participants suggested that every department should have a TTY and a full-time repair service should be available for TTYs.

Attitudinal communication barriers

Although problems and solutions to attitudinal communication barriers were discussed in the afternoon session were not yet organized by the end of the day, here's a sample of some of the problems raised:

- Separation exists between deaf and hearing persons at social functions.
- The deaf community does not share ASL with the hearing who want to learn it.
- Hearing people fear approaching deaf persons.
- There is poor interaction between hearing and deaf persons in general.
- Lack of positive encouragement exists for those having minimal communication skills, and there is no total immersion opportunity for hearing persons who want to learn sign language.
- Cliques and factions exist among deaf people themselves.
- There is a lack of awareness of group dynamics on the part of both deaf and hearing individuals.

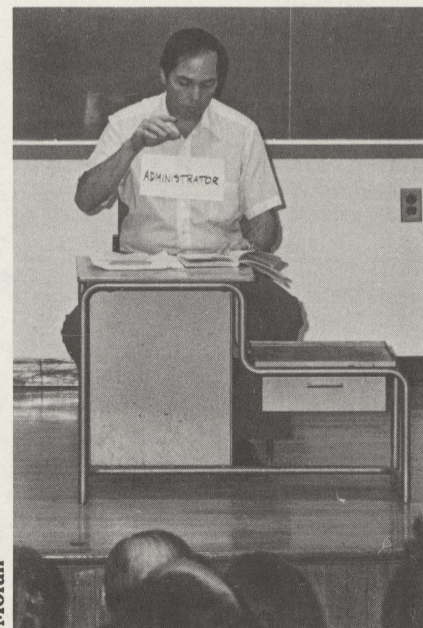
- People are not familiar with various signing styles.
- Not enough deaf people are in the "power elite" at Gallaudet.
- ASL is not allowed in classrooms.
- Deaf people do not fully realize how they and hearing people are both different and similar.

Suggested solutions to attitudinal communication barriers included:

- Clarify the communication policy on job functions.
- Require the staff to take simultaneous communication evaluations.
- Have a formal sign course for faculty members in the fall, perhaps with one less course to teach.
- Collect specific information on the number of people who have not been able to learn and master sign language.

These and other suggestions will be compiled by Nancy Kensicki, associate professor of English. If you would like to suggest other problems or solutions, contact her at x5486 voice, x5502 TTY or Box #86.

After the information is compiled, it will be posted at conspicuous places around campus, shared with administrators and committee chairpersons and sent to Mervin Garretson, special assistant to the president. An advisory committee of six deaf persons, whose establishment was approved at a Dec. 21 Central Administration meeting, will be providing input through Garretson. With the assistance of this committee, mini-task forces will develop plans, strategies and recommendations for action.



"Experience... how do you sign experience?" Joe Kinner of the History Department wants to know as he plays as he plays a new administrator preparing a welcome address.

On the Green

Published each Monday for staff and faculty of Gallaudet College by the Office of Alumni and Public Relations.

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Gallaudet College is an equal opportunity employer-educational institution. Programs and services offered by Gallaudet College received substantial financial support from the Department of Health, Education and Welfare.

Advocacy Notes

The deaf and the performing arts

by Merv Garretson

In recent years the performing arts (the stage, films and television) have demonstrated an increasing interest in deafness, generated in part by activities of the National Theatre of the Deaf and by new federal legislation guaranteeing civil and educational rights to disabled children and adults (Public Law 94-142 and Section 504 of the Rehabilitation Act of 1973).

In 1978 a number of incidents arose where qualified deaf performers were denied roles depicting deaf people. In one case a deaf actress was interviewed and substantial knowledge and guidance received from her, but she was not auditioned. Subsequently through the Screen Actors' Guild she was able to collect compensation and the producers of the film selected a deaf actor for a supporting role. Two deaf actors were

auditioned for a television special on the West Coast and at the last minute were replaced by hearing performers.

At the same time and with increasing frequency many positive instances are happening. Deaf performers were featured in such TV productions as "And Your Name is Johan," "Happy Days" and "Little House on the Prairie," in the Broadway play, "The Runaways" and at the Mark Tapper Forum in Los Angeles, "Children of a Lesser God," both playing to full houses for extended periods.

Today we no longer see plays or films about black people played by white actors in blackface. The increasing professionalism of deaf persons in the performing arts has paved the way for employment in this area. It is my belief that realistic portrayal of the deaf person is best done by a deaf actor and to bypass such expertise is a form of discrimination against a minority group struggling for full professional acceptance. We are pleased that the performing arts industry is beginning to agree.



Students take a break from class outside the President's Office in HMB. You can see the new Learning Center in the background through the glass doors.

Guide for disabled people published

"Smithsonian: A Guide for Disabled People," a new publication issued cooperatively by the President's Committee on Employment of the Handicapped and the Smithsonian Institution's Office of Public Affairs, provides information for visitors on facilities for handicapped persons at 13 Smithsonian museums, including the National Zoo and the National Gallery of Art.

The 25-page booklet contains facts on transportation, parking and the availability of wheelchairs, interpreters and special guidebooks. A brief description of the collections and exhibits in each museum is followed by information on accessibility and symbols indicating the availability of restrooms, water fountains, first aid, restaurants and telephones for handicapped persons. A centerfold map shows location of museums on the Mall with information on Metro stations, parking for disabled persons, sidewalks, ramps, steps and revolving doors.

The booklet is believed to be the first

comprehensive publication of its kind on a major U.S. cultural institution.

The Visitor's Center in Chapel Hall has ordered 50 copies of the publication. Copies are also available at information desks throughout the Smithsonian and can be requested through the Smithsonian's TTY number, 381-4448.

Calendar

Feb. 25 - Mar. 7
February

25-28 - **"TEN LITTLE INDIANS"**
Tickets are \$2 for students and children, \$4 for all others. Box office hours - 2 - 8 p.m., x5606.

25-27 - **BAGEL SALE**, Hillel Club, Clerc Hall, 6 p.m.

29 - **LEAP YEAR PARTY**, Social & Cultural Affairs, Aux. Gym, 9 a.m. - 2 p.m.

- **WOMEN'S BASKETBALL**, P.E. x5631, Gallaudet Invitational.

- **PERFORMANCE**, Theatre Arts Department, x5606, Auditorium, 8 p.m. (No readers for this performance)

- **INTERPRETED CONCERT**, "Sweet Honey In The ROCK", Shoreham Americana, 9 - 10 p.m.

March

1 - **PERFORMANCE**, Theatre Arts, x5606 "Ten Little Indians" Auditorium, 8 p.m.

Letters

Dear *On the Green*:

After talking with certain notable teachers and an administrator who all agreed with me, I decided to write this letter to protest the placement of a hearing teacher in the Introduction to Education for the Hearing-Impaired course.

While this teacher is competent (which is not the subject of dispute here) the fact that she is hearing undermines a thorough and profound understanding of what deafness means in its essence. To illustrate: can a white person teach Black History? Can a hearing person teach ASL with all its implications that only deaf people can completely be aware of?

It would, then, seem logical that a deaf person should teach this kind of course.

Sincerely,
Benny Warden

Dear Editor:

On behalf of the Student Body Government, I would like to express to you how grateful we were to your recent publication (Vol. 10, No. 17, Feb. 11, 1980) which features Marsha Goeken's recipient of the Irene Ryan acting scholarship. It is indeed wonderful that you include news about the students, and that is very important to us.

I hope you will continue featuring the students in your publication in the future. Thank you very much.

Sincerely yours,
Carl N. Schroeder
SBG President

The Montgomery County Council recently inaugurated an "audio-loop" in the Council Hearing Room that will permit hearing-impaired persons whose hearing aids are appropriately equipped to listen to Council proceedings through the regular public address system.

Jobs Available

For additional information, contact the Personnel Office.

SECRETARIAL POSITIONS: Contact Personnel for listing.

FIRST CLASS ENGINEER: PP-Central Utilities

ELECTRONIC TECHNICIAN-TICCIT: Computer Center

COORDINATOR OF EDP/PAYROLL CONTROL: Personnel

OPERATIONS ANALYST: Contracts & Operations

STAFF PSYCHOLOGIST: Counseling & Placement

CAREER COUNSELOR: Counseling & Placement

STUDENT RECRUITER: Admission & Records

PROGRAMMER: Business Data Systems

DIRECTOR, PP MAINTENANCE & OPERATIONS: Physical Plant

ASSISTANT DIRECTOR: Counseling & Placement

CAREER COUNSELOR FOR MULTIPLY-HANDICAPPED STUDENTS: Counseling & Placement

RESEARCH ASSISTANT/PROGRAMMER: KDES/MSSD Educational Research Lab

DIRECTOR OF DEVELOPMENT:

President's Office

BUDGET COORDINATOR: Planning Office

ASSISTANT/ASSOCIATE RESEARCH

PROFESSOR: Demographic Studies

INSTRUCTOR: English Department

DEAN: MSSD/Pre-College Programs

ASSISTANT PROFESSOR OF SPEECH

COMMUNICATION RESEARCH: Sensory

Communication Research Laboratory

ASSISTANT PROFESSOR: Psychology

Department
POSTDOCTORAL FELLOWSHIP:

Psychology Department

FACULTY POSITIONS (2): Department of

Business Administration

COUNSELOR EDUCATOR: Department of

Counseling (contingent upon funding)

FACULTY POSITION: Biology Department

FACULTY POSITION: Special Education

Administration, Department of Admin-

istration

DEAN: School of Communication

DEAN: Student Affairs

FACULTY POSITIONS (3): School of

Education and Human Services

ASSISTANT/ASSOCIATE PROFESSOR:

Mathematics Department

ASSISTANT-ASSOCIATE PROFESSOR OF

AUDIOLOGY AND COORDINATOR OF

CLINICAL SERVICES: Audiology

Department

SPEECH PATHOLOGIST ASSISTANT-

ASSOCIATE PROFESSOR: Audiology

Department

PSYCHOLOGIST: KDES

FACULTY POSITION-INSTRUCTIONAL

MATERIALS DEVELOPER: Instructional

Materials Research & Development Center

CURRICULUM SPECIALIST: Kellogg

Foundation

NIGHT CUSTODIAN: PP-Custodial Services

DAY CUSTODIAN: PP-Custodial Services

NIGHT CUSTODIAN: WORKING SUPER-

VISOR: PP-Custodial Services

APPLICATIONS PROGRAMMER: Computer

Center

FACULTY POSITION: Department of

Romance Languages

DIRECTOR, ASSISTANT/ASSOCIATE

PROFESSOR: Social Work program

CHAIRPERSON: Department of Physical

Education & Athletics

ASSISTANT/ASSOCIATE PROFESSOR,

RECREATION: Department of Physical Ed-

ucation & Athletics

Classified Ads

FOR SALE: Queen size box spring mattress. Good condition. Best offer accepted. Call Janas Lyons, x5284 or 526-2292 (home)

ROOMMATE NEEDED: To live with moderately retarded client who signs in a supervised apartment project in Montgomery County. Free apartment and possible small salary. Call Ruth Maier, (301) 363-0300, x350 (day) or (301) 486-7521 (evening).